



## The Centre School

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### TEACHING AND LEARNING POLICY

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#### Policy Definitions

##### *Learning*

Learning is a permanent change of behaviour arising as a consequence of reflection on meaningful experience. Learning allows greater control over one's destiny and an improved capacity to make choices, which benefit oneself and others. Learning challenges and shapes the everyday beliefs, which underpin behaviour. Learning occurs throughout one's life and in both formal and informal settings.

##### *Teaching*

Teaching is an intervention which provides opportunities for learners to share meaningful experience and, as a consequence of reflection, change behaviours and make informed choices.

Teacher structure and direct experience, provide access to relevant information and knowledge, challenge belief and provide systematic tools of thought.



### Principles of Learning

We believe learning occurs when learners:

- Invest in its value
- Are actively involved and given safe space to rehearse
- Can use the appropriate language and given opportunity to reflect
- Can transfer the new learning into a variety of different situations
- Negotiate risk
- Know about learning
- Make meaningful choices

Excellent learners are:

*Resilient* – they persist in the face of complexity and frustration (self esteem, stress coping strategies).

*Resourceful* – they know what to do when they get stuck

*Responsible* – they take initiative for themselves and for others

*Capable of reasoning* – they think things through

*Reflective (and reflexive)* – they learn from experience and utilise it

### Principles of Teaching

We believe teaching occurs when teachers:

- Focus on beneficial learning outcomes
- Plan to meet those outcomes
- Scaffold meaningful challenges
- Utilise a model of learning
- Share learning processes
- Provide a clear sense of structure and purpose
- Actively involve learners
- Connect learning to the world beyond the classroom
- Build from what is already there

Excellent teachers are:

*Responsible*

*Learner focussed*

*Enthusiastic*

*Adaptable*



### *Challenging*

### *Professionally informed*

#### **Our Learning Outcomes**

Our learning outcomes affect more than the behaviours of learners. We aspire to enhance the learning experience of all those involved. To this end we consider the learning needs of:

- Individual learners
- Groups of learners
- Individual adults who support the learning of learners
- Groups of adults who support the learning of learners
- Our school and the community which it serves

#### **Our Learner Outcomes**

We aspire to develop all learners to be:

- Resilient
- Resourceful
- Responsible
- Capable of reasoning
- Reflective

#### **Our Learning and Teaching Strategies Focus on Three Areas:**

1. Creating the climate for learning.
2. Structuring the learning experience.
3. Supporting the learning experience.

For each focus area we use a range of agreed, accessible and carefully considered strategies.



At all times we attempt to create and maintain a positive environment for learning. This will include the sharing of success in academic learning and in relationships.

We focus on positive outcomes, and in doing so, help learners know and understand the possible causes of poor progress in academic learning and relationships.

Throughout, we place our emphasis on improving how we learn rather than proving what we have learned.

### **Involvement of Parents and Carers and the Local Community**

We know that the attitude to, and involvement of parents in learning is fundamental to the success of learners. We share our learning methods with parents and give guidance on how they can be active in supporting their child's learning. We acknowledge that most learning takes place out of school.

We actively involve learners in evaluating their own learning, describing their progress and planning for improvement. Learners will learn through this response process.

Learners will give, and be given, and receive improvement feedback in various ways;

- 1:1
- small groups
- whole class

Staff will oversee the feedback process and be responsible for all final assessments.

Learners learn in a variety of ways and from different starting points. In differentiating the learning challenges we provide for learners, we will respect such differences and meet individual needs appropriately. We will maintain our professional knowledge of learning difference and pool our experience.

We place great emphasis of experiential learning we will encourage the transfer of learning beyond the classroom. This will include the teacher using real life experiences and examples, problems and case studies. It will also take place through a rich variety of educational visits and off-site activities.

We will actively encourage the involvement of adults other than teachers to support the learning of learners. We place high value on introducing adults to learners in The Centre School who bring creative skills and experience.

We commit to enhancing the learning and opportunities for learning of the following groups;

- individual learners;
- groups and communities of learners;
- individual adults who support the learning of learners;
- groups and communities of adults who support the learning of learners;
- our school and the community which it serves.